Creating Environments That Include Children's Home Languages and Cultures



Physical environments in early childhood settings should reflect and include all children's home languages and cultures.

	What can I do?	What are some examples of this?	Why should I do it? It
	Use environmental print (labels, signs, posters) in the children's home languages, as well as in English, as appropriate. Good Morning Furth Int Ju Dodpoe ytpo Buenos Dias Magandang Umaga	 Add labels to enhance the print environment of the classroom, but make sure they do not overwhelm it. If the children speak several languages, carefully use environmental print in home languages. For example, use a different color for each language. Place phonetic spellings (hints about how to pronounce the language) next to labels so teachers can pronounce the words correctly. Translate such words as "welcome" into all languages, but be selective about how many languages you use for each label. 	 Demonstrates respect for children's and families' home languages Helps children make connections between English and their home languages Helps children and families understand what is happening in the classroom
UP Water + 准备水松 Collect Boo 收集图片 计UP tat	星期一星期二星期四星 able ab	 Include visuals with labels alongside words. For example, place a picture of crayons next to the label "crayons." Post classroom schedules, routines, and signs around the room and include on them visual representations of the activities. For example, add a graphic of an open book to the place on the classroom schedule that lists "read-aloud time." 	 Allows children and families to make use of the labels and signs, even if they do not speak or read the language Provides visual support to understanding the print



What can I do?

What are some examples of this?

Why should I do it? It . . .

Bring materials from the children's home cultures into the classroom.



 Ask families for suggestions of toys and objects that babies or toddlers enjoy.

- Ask families to help you gather familiar magazines, photos, menus, props, music, plants, clean and empty boxes of food, and other objects to include in the classroom.
 - Integrate these materials into your centers and dramatic play areas.
 - Use these materials during classroom activities, including playing music, looking at pictures as visual examples of new words, dressing up, using them as conversation starters, etc.

- Demonstrates respect for children's and families' cultures and traditions
- Helps children who are dual language learners to feel more included in the classroom
- Supports language and literacy learning by building on children's background knowledge





